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ABSTRACT

This tenth grade lesson plan asks student teams to research and analyze the history, the challenges, and the future of contemporary nations and share their discoveries in a poster presentation at a technology pavilion. The lesson plan states that each team, as a participating nation, is required to include three themes in their countries' pavilion or roster: Honor the Past; Discover the Challenges; and Imagine the Future. It gives a six step, detailed process for implementing the task: (1) "Group Organization"; (2) "Researching the History"; (3) "Group Report"; (4) "More Research and Primary Source Contacts"; (5) "Second Team Meeting and Action Plan"; and (6) "Prepare Presentation." A student guide and a teacher guide are included in the lesson plan. (BT)

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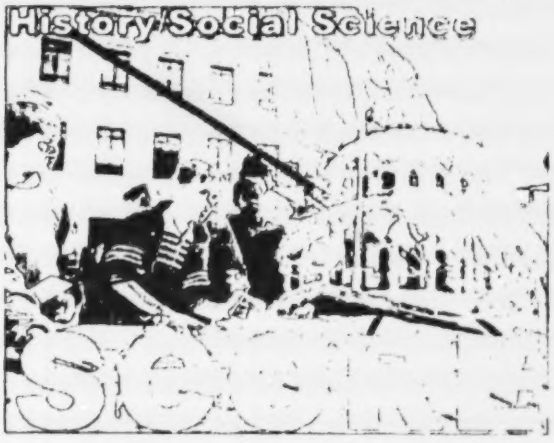

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

World History Fair and Exposition

Tenth Grade Lesson by Cheryl Davis

SO 034 247

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World History Fair and Exposition

A Team Presentation on Contemporary World Regions

Students research and analyze the history, the challenges and the future of contemporar nations and share their discoveries in a poster presentation or a technology pavilion.

An Invitation...

A Word History problem based learning challenge

THE STANDARDS

The Task
The Process
The Resources
Learning Advice
The Evaluation
The Technology
Lesson Map

From the White House Millennium Council

Dear Ambassadors,

The year 2000 holds enormous significance for humankind. It is a time when individuals and societies are reflecting on their past, taking stock of their achievements, and thinking about the future they will create. All over the world, nations and communities are planning significant millennium activities. The United States will be spotlighting a series of White House millennium projects which celebrate freedom and democracy. We will be sharing our celebration with the world's nations and citizens at the World's Fair, Expo 2000, which will be held in Hanover Germany.

The President invites your countries to link with us and over 143 nations in participating in Expo 2000. Focusing on the theme of "honoring the past and imagining the future" the United States invites you to develop a virtual electronic pavilion or poster presentation which will outline your countries' recent past, discuss your democratic initiatives, and analyze the challenges ahead of you. American citizens will be touring your countries' pavilion at the Fair in order to learn more about your culture, your past and your challenges. Be prepared for questions.

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The Task

Your team, as a participating nation, will display contributions in either electronic multimedia pavilions, web based exposition halls **OR** poster presentations. As an official participant you are required to include the following themes in your countries' pavilion or poster:

Some Resources to start with:

CIA Fact book
http://www.odci.gov/cia/publications/factbook/

The World Bank
http://www.worldbank.org/

World Health Links
http://www.ldb.org/who.htm

World Health Statistics
http://www.who.int/whosis/index.html

GNP Per Capita
http://www.worldbank.org/depweb/english/modules/economic/gnp/index.htm

Population Growth Rate
http://www.worldbank.org/depweb/english/modules/social/pgr/index.htm

A. Honor the Past

Outline, analyze and display the recent history of your region, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. Your pavilion or poster will display:

- Historic artifacts that symbolize your countries past
- Maps or geographic displays which show the nations resources, population patterns, and political divisions
- Pictures and short biographies of the nation's key leaders
- A discussion of religion and political divisions

B. Discover the Challenges

Research and display the challenges your nation faces including geopolitical, cultural, military, and those of economic significance. Outline the international relationships in which your county is involved and the trends in your region today. Analyze how the trends and relationships serve the cause of individual freedom and democracy. Your pavilion or poster will display:

- Interviews with the countries "average" citizens outlining their dreams and hopes
- Data base, charts or graphs which show statistical information on the nation's health, population, economy and technology.
- Graphs or maps of International alliances and trade relationships
- Discussion of democratic institutions and individual freedoms

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C. Imagine the Future

Anticipate what is needed to meet your challenges as a nation, to integrate your future into the ever changing world economy, and the information, technological and communications revolutions. Your pavilion or poster will display:

- An action plan outlining the ways your country will solve its three biggest challenges

You must provide the visitors with an outstanding pavilion, fascinating web exhibit or creative poster. These pavilions will be of a very diverse nature, reflecting the specific cultural, social, economic and geographical conditions of each country participant.

Your visitors should encounter the sounds and sights, of your country through your artistic display. Appointed tour guides from your team will take us through these virtual pavilions or poster presentations explaining the challenges and defending proposed solutions to those challenges.

The Process

STEP ONE

Group Organization

- Form country teams of six students
- Select a country from one of the following regions: the Middle East, Africa, or Latin America

STEP Two

Researching the History (Honor the Past)

Individual team members choose to research one of the following areas:

- recent history of your region, including the political divisions and systems

- key leaders
- religious issues
- natural features
- resources
- population patterns and ethnic divisions.

As you research individually, make sure you focus on the problems or challenges that the country faces.

If you research on the web, fill out an information literacy form for each site you visit. Collect or download pictures and artifacts for your pavilion or poster and statistics for charts and graphs.

STEP THREE Group Report (Discover the Challenges)

After going over all your research, choose three problems which you deem to be the most important challenges for your country. Share your results, visual data and statistical information with your group. After listening to all group members, the group collectively selects the three overall problems or challenges on which to focus. Next brainstorm the answers to the following questions:

- What do we know about these problems or challenges?
- What do we need to know about these problems or challenges?

STEP FOUR More research and primary source contacts

With the three overall challenges selected, work in pairs (two to a challenge) to do further research (answering the question "What do we need to know?") for each challenge. Team members might be able to contact resources in the county and get e-mail or "pen pal" addresses if possible. Also, if time permits, contact your countries' embassy resources and college or university experts and have them comment on the challenges you have selected. Investigate and be prepared to discuss how these challenges relate to democratization, human rights, and resource issues in your country.

STEP FIVE Second team meeting and action plan

(Imagine the Future)

Now as a whole team, share your additional research and information and develop a position paper or action plan for solving each of those three challenges. List the steps you feel the country should take, keeping in mind the cultural perspective you learned in step one. Be realistic with your world perspective and make sure you will be able to defend your county's action plan when you "tour" the class through your pavilion or poster.

STEP SIX Prepare Presentation

Design and "build" your pavilion or poster. Two team members should work on each section. Section one will display what you learned in Honor the Past. Section two will outline and present your three challenges. Section three will propose your solutions to those challenges (Imagine the Future). If you create a your web page or multimedia include a minimum of one screen or page for each section. If you produce a poster divide it into three sections. Acting as tour guides, your team members will give an oral presentation to the class as we "walk" through each countries presentation. Be prepared for challenging questions on your suggestions or solutions.

STUDENT GUIDE

THE INVITATION | THE TASK | THE PROCESS| THE RESOURCES

THE LEARNING ADVICE | THE EVALUATION | THE TECHNOLOGY | LESSON MAP

TEACHER GUIDE THE TEACHER NOTES | THE STANDARDS | THE LESSON SEQUENCE|

THE RESOURCES | THE EVALUATION | THE TECHNOLOGY | LESSON MAP

Credits:
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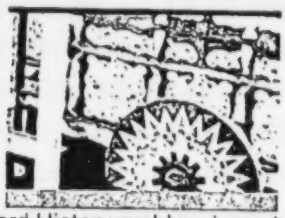
Learning Advice...



A Word History problem based learning challenge

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Group Process

Effective team work and research will enable you to understand the history of the country that you have selected; to outline the challenges the country faces; and to propose solutions to those challenges. In order to accomplish all this you need to divide up the tasks listed below, do your research, and report the information you have uncovered back to your team.

Each member of the team should become an expert in one of the following areas:

- recent history of your region, including the political divisions and systems
- key leaders
- religious issues
- natural features
- resources
- population patterns and ethnic divisions.

People who know a lot about a subject are better problems solvers. Your team must agree on an action plan to meet the challenges your country faces. The action plan will be easier to design if each member of the group engages in effective research.

Information Literacy

Evaluating Resources

As you research, evaluate each one of your sources. With so much information available today it is important that we evaluate where the information comes from and how accurate or effective it is before we include it as "facts" in presentations. This is called "Information Literacy". Your teacher has some sources for evaluating web sites or your teacher may give you a hand out. Your Web site and source evaluations along with your bibliography will be part of the evaluation

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of this project.

Problem Solving

Team Meeting

After each member of your team has completed their research hold a team meeting to outline the information you have gathered. Have each team member share what they have learned. Take notes on what each team member states about potential problems or challenges that your country will be facing. After listening carefully to each person and asking questions, the team will choose three "challenges" or problems to focus on. Members may have to compromise to select just three. If an issue comes up in more than one individual's report it should be considered as a possible selection.

Once your team has selected three challenges, brainstorm these two questions:

- What do we know about these challenges?
- What do we need to know about these challenges?

After brainstorming, divide up the "What do we need to know" list among team members. Do further research in order to answer the questions. Continue to evaluate your sources with the "information literacy" guide.

Action Plan

(Imagine the Future)

Challenges and solutions

Now your team must write a position paper or develop an action plan. How should the country meet its challenges? Make sure you take the cultural perspectives of your country into account as you come up with

solutions. Remember you are a member of that country not an American citizen. Also make sure you evaluate solutions that would be good for the country as a whole, not just the government. If possible, make some e-mail contacts with citizens from that country. Also look for expert sources at the embassy (Yahoo has a nice listing @ http://dir.yahoo.com/Government/Embassies_and_Consulates/) and university level to comment on your challenges. (Contact through e-mail).

Presentation

Building the Pavilion or Creating a Poster Presentation

Technology can help you present your information and solutions to the rest of the class in an interesting and powerful way. If you will be doing a poster presentation, make sure you know who will get the materials and how the artistic tasks will be divided. If you have access to web page software or multimedia software, team member should work in pairs. Each area should have one screen or page. (Honor the Past, Discover the Challenges, Imagine the Future) Present your information artistically. Remember one dominant image is better than a lot of little ones. Keep your colors and fonts consistent across you pavilion and make sure you take your countries culture into account when designing your pavilion. If you use background music make sure it is culturally accurate. The art can take a lot of time. Check with your teacher for procedure of using downloaded picture or Xerox pictures on your poster project.

Content is also essential. It is not necessary for you to "write" all your ideas or solutions on your multimedia, web presentation or poster, but instead outline the main points. Your team, acting as tour guides, will lead the class through your electronic presentation or poster and will fill in all the detail with your oral presentation.

Once your electronic pavilion is complete, practice your presentation several times. Make sure each team member is prepared to answer questions on their section and make sure all team members can speak on how your solutions will serve the cause of individual freedom and democracy in your country.

Evaluation...

A Word History problem based learning challenge

THE STANDARDS

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The Rubric

A rubric is a good way for students and teachers to assess problem based learning projects as well as presentations and collaborative work. Teachers and students should design the rubric for the assessment together so that there is a clear understanding about the goals, objectives and evaluation of the project. There are some good educational articles and sample rubrics that can be found at Education sites on the web. A couple of places to look are:

- Empowering Students through Negotiable Contracting to Draft Rubrics for Authentic Assessment © 1996 Andi Stix, Ed.D., US Department of Education: ERIC #TM027247
  http://www.interactiveclassroom.com/neg-cont.html
- San Diego State University College of Education WebSite
  http://edweb.sdsu.edu/triton/july/rubrics/Rubrics_for_Web_Lessons.htm
  http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Below is a SAMPLE rubric that might be used for the World's Fair & Exposition lesson. It should be modified by teachers who implement this lesson with their students.

Student Objective	Attempted	Acceptable	Admirable	Awesome
Students present information on the recent history of a nation. (Honor the Past)	Insufficient knowledge of history, preparation of maps and charts are missing or weak. Biography of key leaders have incorrect information.	Provides main idea of nations' history but only in broad outline form with little detail; Map and charts presented but with some erroneous or unclear information	Report on history well organized, logical and focused with few errors. Maps and charts are clear and add to the presentation. Bibliographies of key leaders are interesting.	Strong analysis of the history; political divisions shown though maps and charts that are rich in depth and precise in detail. Presents nations' religion and biographies in a powerful manner with no errors.

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Students present information on the challenges of a nation. (Discover the Challenges)	Challenges listed with little explanation. Weak charts and graphs. No primary source material. Incorrect information	Provides challenges but explained only in broad outline form with little detail; Primary sources are weak. Democratic goals are unclear.	Outlines the challenges in an organized, logical and focused way with few errors. Some primary source information is included. Democratic institutions listed.	Analyzes the challenges, and shows future trends through charts and graphs. Has primary source information from the countries people or gov't. Compares democratic institutions to other nations.
Students present an action plan proposal. (Imagine the Future)	Action Plan is weak and in conclusive. Does not take countries culture into account or deal with the world economy.	Action plan provides a main idea but only in broad outline form with little detail; There is some inclusion of cultural information.	Action plan well organized, logical and focused with countries culture taken into account. Action Plan shows how the nation will deal with the future world economy.	Shows realistic action plan for country which incorporates the culture into its goals. Challenges are powerful and rich in depth and detail. Action plan includes detailed information on how the nation will deal with the changing world economy and technology.
Students present a tour of a nation's Exposition Pavilion. (Poster or multimedia or web presentation.)	Presentation lacks preparation. Poster or multimedia provides few artifacts and little information. Design principles not evident.	Poster or multimedia and oral presentation shows main idea but little detail included. Design shows some consistency and some artifacts are included. Errors are evident.	Presentation is well organized and designed. Poster or multimedia includes artifacts from country and interesting commentary which enhances the content.	Powerful presentation supplemented with strong design principles, good use of color and artifacts from country. Presentation highly organized and easy to follow. Exceptional facts and vivid descriptions are displayed in a interactive multimedia or artistic poster.
Students conduct and evaluate research. (Information Literacy)	Very few research information sources listed but not supported with "Information Literacy" evaluations. Bibliography listed incorrectly.	Some research listed but not from a wide variety of sources. Some "Information Literacy" evaluations included for some sources but information is not fully evaluated. Bibliography listed.	Research comes from a wide variety of sources including primary sources. "Information Literacy" evaluations complete for each source. Bibliography well organized.	Research is analyzed thoroughly with "Information Literacy" evaluations. A wide variety of sources included with several primary source interviews. Bibliography is clear and well organized.

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Technology...

A Word History problem based learning challenge

THE STANDARDS

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Multimedia Pavilions and Web Exhibitions (Posters too!)

NOTE:
Students can choose to "build" their pavilions as multimedia presentations, web sites **OR** they can display their countries information without using technology as a poster project. **Assess the amount of time and computer access students will have and choose the appropriate method of presentation.** The organizational steps listed below can be used for **either a technology based or poster based presentation**.

Authoring a powerful presentation requires an understanding beyond just how to use computer programs. Successful presentation authoring, whether you do a poster board or use multimedia tools, also includes a lot of organization and planning. There are several different types of programs you can use to build a multimedia, slide or web based production. Some commonly used programs are HyperStudio, Microsoft's PowerPoint, Web Front Page, Claris Home Page, or Adobe Page Mill. Also Netscape Composer and Microsoft Explorer both include web creation and editing tools. There are a large number of software programs which will help you organize your data and create graphs, charts and maps. Check with your teacher to see which ones to use. Here are some guidelines to help you build creative multimedia, web based or poster projects.

Outline

In the Beginning

A successful multimedia, web, or poster project starts with a unique and creative idea which lends itself to an interactive environment, a slide presentation, or a graphic display. Start by outlining with your group the ideas that you want to present. You should include at least one "slide, screen, or poster section" for each of the major areas of your project (Honor the Past, Discover the Challenges, Imagine the Future). Remember you will also be conducting a "guided tour" of your pavilion or exhibit so you don't have to include all your facts on your screens or poster board. List the points you will cover in your "tour" and include some powerful and interesting graphics or pictures to compliment what you say.

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Milestones

It's About Time

Setting group milestones and deadlines are essential in finishing a project on time and in good working order.

- **Types of milestones-** A milestone should be set for gathering each type of media. Set a milestone for for background screens and art, one for video clips (if you include them), one for music (make sure it is culturally accurate), one for voice overs, one for still pictures, and one for programming.
- **Divide and conquer-** One team member should be in charge of each milestone. That means that they make sure the milestone is met. All team members will be involved in gathering media or art for all milestones as they do research on the different aspects of the project. (See Media Mania below).
- **Computer Access-** If you are using machines at school make sure you have enough "machine time" to finish your project. Check with your teacher about computer access. If you are doing a poster give yourself enough time to create a neat and artistic design.
- **Group Meetings-** Team members should meet briefly everyday to review progress and have a longer production meeting once a week to iron out problems or make revisions.

Flowcharts

Go with the Flow (for electronic presentations only)

Flowcharts design how the screens or slides will connect. They chart the interactivity in a multimedia presentation. It is best to draw the flow chart on a large piece of paper. Include the following on your chart.

- **The screens-** A "screen" generally refers to a monitor on the computer. It might also be one page on the World Wide Web. In general, it is a 640 x 480 pixel area. One screen or slide can have many different levels or it might contain only one level. From one screen a user can usually choose to go to a second, third, etc. A multimedia can have an opening screen with a jazzy introduction and then a second screen with a menu that gives the user choices or a table of contents for the project.
- **The map-** All the screens or slides for the pavilion or web exhibit can

be drawn as boxes on your large piece of paper. Arrows show the relationship of one screen or slide to another.

Storyboards

All Aboard

Storyboards nail down the exact details of each viewing section of the multimedia or poster. In a multimedia or a web site the storyboard provides the detail for each screen. For a poster presentation, it is the sketch of the poster. Storyboard, like flowcharts need to be drawn out on paper.

- **Design-** Colored pens, crayons, or pencils are essential to storyboarding. It is here that you begin to narrow down some of your design concepts and choose what colors might best convey your ideas. Each screen or slide should have one storyboard. Magazine layouts and advertisements are good sources for strong designs and complimentary colors.
- **Media description-**Next to your storyboard describe what media or art you will need.
- **Anchor it down-** The greater the detail on your storyboard the less time you will spend redoing during production. Some changes are inevitable during the production process, however, a good storyboard helps to avoid drastic changes and time lost while trying to make decisions on the fly.

Storyboard Template (draw out screen or slide in this box)	Music needed: (describe here)
	Video needed (describe here)
	Text needed (describe here)
	Graphics or pictures needed (describe here)

Media

Media Mania (for electronic presentations only)

Gathering the media is probably the most time consuming part of the production process. Saving your media in the proper format will prevent future problems in programming (web or multimedia) and resource management (file size). Check with your instructor on the types of programs the school has to accomplish the following tasks. There are lots of resources on how to use specific programs on the Internet.

- **Background screens-** Art can be created in programs like Adobe Photoshop. Make sure there is a purpose or consistency to your backgrounds and that they reflect your countries culture. Save files as ".jpg" or ".gif" for web authoring and as "pict" or "pnb" files for multimedia.
- **Sound-** Locate sound capture programs on your computers. For smaller file size save your sound as 22 kHz, 8 bit mono.

- **Video-** Video is a little more complicated to include. For web or multimedia limit your video and use smaller sizes such as 160 x 120 or 320 x 240. A QuickTime movie can be imported into most web and multimedia applications.
- **Voice capture-** Use microphones and capture audio in a sound program. Voice can be saved as a QuickTime, aiff or wav file. Watch background noise.
- **Pictures and art-** Still pictures can be scanned or taken with a digital camera. Scanned pictures need to be saved as "pict" or "pnb" for multimedia or "jpg" for Web authoring.
- **Written text-** In web authoring programs and PowerPoint you can type right in the program. For some multimedia you might need to use a word processor and save as "RTF" then bring your document into your authoring program.

A word about copyright:

Some sites allow educators or students to use pictures as long as the project is used for educational purposes and not published. Make sure you get permission to download images off the Web for your presentations. If you are creating a Web exhibit which will be posted, copyright laws need to be followed. Sometimes travel agencies or embassy sources will give you permission to use pictures which you can scan for your presentations.

Programming

Get with the Program (for electronic presentations only)

The programming process takes time, creativity, persistence and patience - also some trial and error.

- **Types of programs-** Depending on your purpose, there are a number of programs you might use. PowerPoint and Hyperstudio are programs that are sometimes available in schools for slide or multimedia presentations. If you are creating a Web Exhibit use programs like Front Page, Claris Home Page, or Adobe Page Mill. Also Netscape Composer and Microsoft Explorer both include web creation and editing tools.
- **Keeping track of the media-** Remember where you save your media. Watch carefully each time you save so that you put your media in the correct folder.

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- **Testing-** Test your programming as you go along. Don't wait until the end to find out that you have a problem.

Testing

Test Run

Make sure you have time to Beta test your program on the machine that will be used for your presentation and complete the final checks before you declare victory. If you have created a poster, make sure the whole group likes the final layout.

- **The debugging process**- This can take lots of time so make sure you don't leave it until the last minute.
- **Inclusion-** All group members need to be included in this final process. Don't leave it to one or two people. Figuring out programming and problem solving multimedia authoring is what this is all about - it's one of the most important part of the learning process - along with the teamwork.

STUDENT GUIDE

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THE LEARNING ADVICE | THE EVALUATION | THE TECHNOLOGY | LESSON MAP

TEACHER GUIDE

THE TEACHER NOTES | THE STANDARDS | THE LESSON SEQUENCE|

THE RESOURCES | THE EVALUATION | THE TECHNOLOGY | LESSON MAP

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Teacher notes...

A Word History problem based learning challenge

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Millennium World's Fair Exposition Overview

This Problem Based Learning Internet lesson was designed to integrate student skills in technology, based on the National Technology Standards, with the California State Curriculum standards for 10th grade World History classes. The interdisciplinary unit can incorporate standards from the California Visual and Performing Arts Framework. For teachers with classroom, library or lab access to the Internet, this unit provides students with essential practice in Information Literacy skills. **The unit has also been designed so that teachers, depending on band width and technology access at their schools, can modify assignments.**

Problem based learning challenges students with authentic tasks in order to practice real life experiences and collaborate in teams to solve problems. The opening scenario for this lesson introduces the actual World's Fair, Expo 2000, which will take place in Hanover Germany in July 2000. This lesson can be modified, in subsequent years by changing the scenario to a fictional future World Exposition. Problem-solving and artistic creation by students can be focused around any number of scenarios which ask students to research a nation's challenges and present realistic solutions to those challenges in a multimedia, web based or poster presentation.

Standards & Goals

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California State History-Social Science Content and Analysis Standards:

10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, or China, in terms of:

1. challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved
2. the recent history of the region, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns
3. the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy

10.11 Students analyze the integration of countries into the world economy, and the information, technological and communications revolutions (e.g., television, satellites, computers)

National Education Technology Standards:

Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity.

Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content

History

The primary goal of this unit for World History classes is for students to develop an understanding of current world issues and relate them to their historical, geographic, political, economic and cultural contexts. The specific "Grade 10 World History Culture, and Geography: The Modern World" content standards for this goal as listed in the California Approved History-Social Science Standards are 10.10 and 10.11 (Listed on the left)

These are the last two standards in the World History curriculum and they are usually covered by teachers as the last unit in the class. These standards focus student study on development in non-European regions. Some teachers have traditionally included these standards in an "area study" approach.

In addition, completion of this unit provides students with practice in two of the California State Standards for Historical and Social Sciences analysis skills: grades 9-12.

- Chronological and Spatial Thinking
- Historical Interpretation

Including a technology component

A secondary goal of this lesson is to integrate technology standards into content learning. The International Society for Technology in Education (ISTE) through its National Educational Technology Standards (NETS) project has developed a set of educational technology foundation standards for students. Having students develop these skills in coordination with content areas instead of in isolation in a computer or technology class gives them compelling and real technological skills. This unit allows the teacher to focus students on technology productivity, communications, research, problem-solving and decision making tools. The specific National Education Technology Standards developed in this unit are listed on the left.

In preparing their virtual pavilion for the World's Fair students can use data base information from programs such as Apple Works, FileMaker Pro or Access. They can use multimedia presentation software such as PowerPoint, Hyperstudio, or Web page development software such a Claris Homepage, Front Page or Adobe Page Mill. They can use spread sheet or graphing applications such as Excel or Apple Works. This integration of technology skills can be done on a formal or informal basis. If students have access to these programs throughout the course,

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learning

Collaborate with peers, experts, and other to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works.

Visual Arts Goals:

Creative Expression Component: Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes.

Historical and Cultural Context Component: Students explore the role of the visual arts in culture and human history.

"mini-lessons" on how to use these applications can take place. Informally, some of your students may already be using these applications in other classes or at home and they can help their teams develop the virtual pavilion. **If students do not have access to database, spreadsheet, word-processing or multimedia presentation software student pavilions can be built as a poster presentations.**

Art

When students use presentation tools either "low tech" poster presentation or technology based multimedia tools, goals from the California Visual and Performing Arts Framework can be incorporated into the lesson. As students search for and include "cultural artifacts" in their virtual pavilions they develop an understanding of the historical and cultural context for artistic creation. Students can explore the themes of visual arts in human culture and history. Specific Visual Art goals from the Framework are listed on the left.

Visual arts goals can best be accomplished in this unit if the history teacher is collaborating with the schools' art program or teachers. Technology education has been stressed in the California Visual and Performing Arts Framework. Arts educators are to offer student opportunities to use combinations of old and contemporary technologies for creative expression. Students can use principles of design, learned in art, and apply them to their presentations. Using graphic arts computer programs, students can focus their presentation and communications skills into developing pleasing and powerful presentations using electronic artistic mediums. Students creating poster boards can also enhance their presentations using traditional artistic methods.

STUDENT GUIDE

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THE RESOURCES | THE EVALUATION | THE TECHNOLOGY | LESSON MAP

Teacher notes...

A Word History problem based learning challenge

THE STANDARDS

Teacher Notes
The Evaluation
The Technology
Lesson Map

Lesson Sequence

Time Frame

This step by step lesson sequence is based on 50 minute periods that meet daily. The lessons can be adjusted for block or flexible schedules.

The time sequence can be condensed if students do the Internet and library research as homework. Also if a poster presentation model is used, **time in class does not have to be allocated for creating the technology presentation (5 days)**. Building the multimedia or web based pavilion can be done in a computer lab or on home machines if students have access. The process of organizing and preparing the design of the pavilion can occur simultaneously with the content research.

The lesson can be taught at any time during the World History course, however, if the course is taught in sequence, this unit makes a nice culmination of World History activities at the end of the second semester.

Day 1

Group Assignment -one period

Assign your students, in groups of six, to a country from the Middle East, Africa, Mexico or other parts of Latin America. Assigning countries assures that all regions of the world are represented. If you have not had students work in groups you will need to spend more time on group process and perhaps provide some team building activities.

Day 2-6

Initial Research -five periods

Research should be done on an individual basis. You can either provide class time for research or have students complete the research at home. Library time also may be provided for this. If students are researching on the Internet, spend some time going over Information Literacy skills (see student learning advice) and give them a "web page" evaluation worksheet. Have

students evaluate each web resource before they gather information from that site. Some good sites for information literacy information and worksheets are:

- Web Page Evaluation Worksheet, 1996, Dr. Nancy Everhart
  http//www.duke.edu/~del/evaluate.html
- Kathy Schrock's Guide for Educators - Critical Evaluation Surveys
  http://discoveryschool.com/schrockguide/eval.html
- SCORE History-Social Science, article by Peg Hill San Bernardino County Superintendent of Schools Office
  http://score.rims.k12.ca.us/infolit.html

Depending on the size of your groups and how much time you have for this lesson, you may want to cut the list of following research areas, assign larger groups to each area, or assign several areas to each period you teach and have the presentations occur across the classes.

- recent history of the region, including the political divisions and systems
- key leaders
- religious issues
- natural features
- resources
- population patterns and ethnic divisions.

If you are incorporating technology into this unit have the student word process their notes embedding links into the word-processing program or use Simple Text (Macintosh) or Word Pad (Windows) so text can be easily converted into HTML or a Web page authoring program. Also, if possible, have students input their statistical data into spread sheets or data base programs.

As students are researching instruct them to collect "artifacts" from their county. They can gather pictures from web sites or collect pictures from books and magazines. Maps should also be collected or drawn by the students.

Go over copyright information with students. Some sites allow educators or students to use pictures as long as the project is used for educational purposes and not published. If your students are creating a Web exhibit which will be posted, copyright issues need to be closely monitored. Students may find that travel agencies or embassy sources will give them permission to use pictures which students can scan for their presentations or cut out and use in their poster presentations.

Day 7

Identifying Challenges -one period

In teams, students will be decision-making on the three most important issues in their country. Students will be defending their research within their teams and compromising to come up with three final issues or challenges that the country faces. Once the team has selected its challenges they need to brainstorm the answers to the questions:

- What do we know about these selected challenges
- What do we need to know about the selected challenges

It is from this list that they will divide up the research for the next step.

Day 8-10

Primary source research -three periods

In this second phase of research encourage your students to contact people who have primary resource information on the country. Your foreign language department may be able to help with this depending on the countries selected. There are also a number of resources on the web for e-pals. You may want to set this up prior to the introduction of the unit. ESL students, depending on the countries selected, may be able to help with communication in their native languages. Students can also e-mail the embassy (Yahoo has a nice listing @ http://dir.yahoo.com/Government/Embassies_and_Consulates/) or contact professors at universities who are experts on the region or country. "Live speakers" are also an excellent way for students to gather information. If you have access to teleconferencing equipment you may also be able to contact experts who cannot make the trip to your classroom. Students should prepare lists of questions centering on solving the countries challenges for their e-pals or experts.

Day 11-12

Action Plan -two periods

Together members of the team develop a position paper or an action plan on how those challenges can be met. Make sure they take the cultural perspectives of the country into account. They should be prepared to defend that plan when they give their "tour" of the pavilion or poster.

Day 13-17

Presentation Preparation -five periods

Have students use technology applications to prepare their pavilion. Each electronic pavilion should have three "screens" (if multimedia) or three pages (if web based). **If you are using the "low tech" presentation method there should be three poster boards or three sections to each poster**. Each screen corresponds to one of the major division Honor the Past (history information presented). Challenges (list of three major challenges) Future (how to solve those challenges). If you have teams of six and students have access to computers, each screen or web page should be developed by two students. If students are preparing a poster presentation make sure they have divided up the artistic tasks and materials. Students can also collaborate with the art teachers on the design of their presentations. Student then should prepare to give a virtual tour in front of the class of their pavilion. The class, acting as United States citizens question the challenges the team has presented.

Summary

Students will create the following

- Notes and artifacts in the form of research on the country
- Maps, charts and statistics display
- Position paper or action plan
- Multimedia, web based or poster presentation (pavilion)
- Oral presentation or tour through their country
- As individuals, ask challenging questions on democratic principles and human rights.
- Bibliography with source evaluation for each source used

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